High School Literature

Academic content standard(s):
Evaluate the way in which authors have used archetypes (original models or patterns, such as best friend, champion, crusader, free spirit, nurturer, outcast, tyrant, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. |

Big Idea
Authors use archetypes to help us quickly recognize characters and to make the characters believable and meaningful.

Learning Goals	Success Criteria
Students will: • Be able to identify key archetypes in literature • Be able to differentiate between archetypes and stereotypes • Understand that archetypes can change as the character develops • Describe ways in which archetypes can be found in other areas of our culture, beyond literature	**I can:** • Use evidence from the text to support my • Understanding of a character's archetype • Define four predominant archetypes found in literature • Describe examples of the four key archetypes from stories I have read • Identify major archetypes I have observed in a movie • Analyze a character's archetype, describing changes over time, and the relationship of archetype to the character's social and cultural conditions

Misconceptions students are likely to have about this topic:
• Archetypes occurred in history and folklore, but don't occur in modern society • Archetypes occur only in books, but not in other aspects of culture

Considerations for Diverse Learners
Students will need direct teaching on what the vocabulary means.

Misconceptions/challenges:
• Student may have difficulty understanding that characters can grow and change physically, emotionally and spiritually.
• Student may have difficulty understanding how nonverbal communication (voice volume and tone, facial expressions, gestures, body language) and actions of the character is evidence to support understanding of an archetype.